

HOLLIS ACADEMY
200 Goodrich Street
Greenville, South Carolina 29611

GRADES K-5 Elementary School

ENROLLMENT 720 Students

PRINCIPAL Megan D. Mitchell 864-241-3338

SUPERINTENDENT Dr. William E. Harner 864-241-3456

BOARD CHAIR Tommie E. Reece 864-271-3619

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

UNSATISFACTORY

Absolute Ratings of Elementary Schools with Students like Ours

| Excellent | Good | Average | Below Average | Unsatisfactory |
|-----------|------|---------|---------------|----------------|
| 3 | 7 | 56 | 32 | 2 |

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This school met 15 out of 27 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

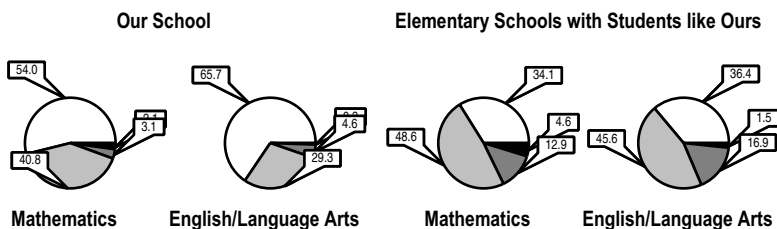
SOUTH CAROLINA PERFORMANCE GOAL




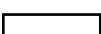
By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:
WWW.MYSCSCHOOLS.COM
WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

| | Absolute Rating | Improvement Rating | Adequate Yearly Progress |
|------|------------------------|---------------------------|---------------------------------|
| 2001 | Below Average | Good | N/A |
| 2002 | Below Average | Below Average | N/A |
| 2003 | Unsatisfactory | Unsatisfactory | No |
| 2004 | | | |

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

| | | |
|--|--------------------|---|
|  | Advanced | Very high score; very well prepared to work at next grade level; exceeded expectations |
|  | Proficient | Well prepared to work at next grade level; met expectations |
|  | Basic | Met standards; minimally prepared, can go to next grade level |
|  | Below Basic | Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level |

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

| | Teachers | Students | Parents |
|--|-----------------|-----------------|----------------|
| Number of surveys returned | 34 | 90 | 62 |
| Percent satisfied with learning environment | 93.9% | 96.6% | 93.1% |
| Percent satisfied with social and physical environment | 96.9% | 92.0% | 86.2% |
| Percent satisfied with home-school relations | 23.5% | 94.4% | 93.1% |

PACT PERFORMANCE BY GROUP

| | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and Advanced | State Objective |
|--------------------------------|----------------------------------|----------|---------------|---------|--------------|------------|------------------------------|-----------------|
| English/Language Arts | | | | | | | | |
| All students | 398 | 98.7 | 65.7 | 29.3 | 4.6 | 0.3 | 4.9 | 17.6 |
| Gender | | | | | | | | |
| Male | 192 | 99.0 | 66.2 | 29.2 | 4.5 | N/A | 4.5 | 17.6 |
| Female | 206 | 98.5 | 65.3 | 29.4 | 4.7 | 0.6 | 5.3 | 17.6 |
| Racial/Ethnic Group | | | | | | | | |
| White | 44 | 97.7 | 48.5 | 33.3 | 15.2 | 3.0 | 18.2 | 17.6 |
| African-American | 198 | 100.0 | 56.7 | 37.4 | 5.8 | N/A | 5.8 | 17.6 |
| Asian/Pacific Islander | 6 | 100.0 | N/A | N/A | N/A | N/A | N/A | 17.6 |
| Hispanic | 148 | 97.3 | 83.5 | 16.5 | N/A | N/A | N/A | 17.6 |
| American Indian/Alaskan | N/A | 0.0 | N/A | N/A | N/A | N/A | N/A | 17.6 |
| Disability Status | | | | | | | | |
| Not disabled | 345 | 98.6 | 63.7 | 30.6 | 5.3 | 0.4 | 5.7 | 17.6 |
| Disabled | 53 | 100.0 | 79.1 | 20.9 | N/A | N/A | N/A | 17.6 |
| Migrant Status | | | | | | | | |
| Migrant | N/A | 0.0 | N/A | N/A | N/A | N/A | N/A | 17.6 |
| Non-migrant | 398 | 98.7 | 65.8 | 29.2 | 4.7 | 0.3 | 5.0 | 17.6 |
| English Proficiency | | | | | | | | |
| Limited English proficient | 133 | 97.0 | 87.1 | 12.9 | N/A | N/A | N/A | 17.6 |
| Non-limited English proficient | 265 | 99.6 | 56.1 | 36.7 | 6.8 | 0.5 | 7.2 | 17.6 |
| Socio-Economic Status | | | | | | | | |
| Subsidized meals | 336 | 98.5 | 63.6 | 31.0 | 5.0 | 0.4 | 5.4 | 17.6 |
| Full-pay meals | 62 | 100.0 | 74.2 | 22.7 | 3.0 | N/A | 3.0 | 17.6 |

| | | | | | | | | |
|--------------------------------|-----|-------|------|------|-----|-----|------|------|
| Mathematics | | | | | | | | |
| All students | 398 | 100.0 | 54.0 | 40.8 | 3.1 | 2.1 | 5.2 | 15.5 |
| Gender | | | | | | | | |
| Male | 192 | 100.0 | 55.5 | 38.7 | 3.2 | 2.6 | 5.8 | 15.5 |
| Female | 206 | 100.0 | 52.6 | 42.7 | 2.9 | 1.8 | 4.7 | 15.5 |
| Racial/Ethnic Group | | | | | | | | |
| White | 44 | 100.0 | 32.4 | 55.9 | 2.9 | 8.8 | 11.8 | 15.5 |
| African-American | 198 | 100.0 | 51.5 | 43.3 | 3.5 | 1.8 | 5.3 | 15.5 |
| Asian/Pacific Islander | 6 | 100.0 | N/A | N/A | N/A | N/A | N/A | 15.5 |
| Hispanic | 148 | 100.0 | 66.4 | 31.0 | 1.7 | 0.9 | 2.6 | 15.5 |
| American Indian/Alaskan | N/A | 0.0 | N/A | N/A | N/A | N/A | N/A | 15.5 |
| Disability Status | | | | | | | | |
| Not disabled | 345 | 100.0 | 50.9 | 43.1 | 3.5 | 2.5 | 6.0 | 15.5 |
| Disabled | 53 | 100.0 | 74.4 | 25.6 | N/A | N/A | N/A | 15.5 |
| Migrant Status | | | | | | | | |
| Migrant | N/A | 0.0 | N/A | N/A | N/A | N/A | N/A | 15.5 |
| Non-migrant | 398 | 100.0 | 54.0 | 40.7 | 3.1 | 2.2 | 5.2 | 15.5 |
| English Proficiency | | | | | | | | |
| Limited English proficient | 133 | 100.0 | 68.6 | 28.4 | 2.0 | 1.0 | 2.9 | 15.5 |
| Non-limited English proficient | 265 | 100.0 | 47.3 | 46.4 | 3.6 | 2.7 | 6.3 | 15.5 |
| Socio-Economic Status | | | | | | | | |
| Subsidized meals | 336 | 100.0 | 51.2 | 44.2 | 2.3 | 2.3 | 4.6 | 15.5 |
| Full-pay meals | 62 | 100.0 | 65.2 | 27.3 | 6.1 | 1.5 | 7.6 | 15.5 |

Abbreviations for Missing Data

| | | | | | | | |
|-----|----------------|-----|---------------|-----|--------------|-----|---------------------|
| N/A | Not Applicable | N/C | Not Collected | N/R | Not Reported | I/S | Insufficient Sample |
|-----|----------------|-----|---------------|-----|--------------|-----|---------------------|

PACT PERFORMANCE BY GRADE LEVEL

| | | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and Advanced |
|-----------------------|---------|----------------------------------|----------|---------------|---------|--------------|------------|------------------------------|
| English/Language Arts | | | | | | | | |
| 2002 | Grade 3 | 101 | N/A | 50.0 | 38.2 | 11.8 | N/A | 11.8 |
| | Grade 4 | 108 | N/A | 42.1 | 47.4 | 10.5 | N/A | 10.5 |
| | Grade 5 | 93 | N/A | 60.9 | 31.9 | 7.2 | N/A | 7.2 |
| | Grade 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2003 | Grade 3 | 126 | 97.6 | 62.6 | 30.3 | 7.1 | N/A | 7.1 |
| | Grade 4 | 128 | 100.0 | 64.8 | 31.5 | 2.8 | 0.9 | 3.7 |
| | Grade 5 | 144 | 98.6 | 69.2 | 26.5 | 4.3 | N/A | 4.3 |
| | Grade 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |

| Mathematics | | | | | | | | |
|-------------|---------|-----|-------|------|------|-----|-----|------|
| 2002 | Grade 3 | 101 | N/A | 64.7 | 25.0 | 8.8 | 1.5 | 10.3 |
| | Grade 4 | 108 | N/A | 53.9 | 42.1 | 2.6 | 1.3 | 3.9 |
| | Grade 5 | 93 | N/A | 62.3 | 30.4 | 7.2 | N/A | 7.2 |
| | Grade 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2003 | Grade 3 | 126 | 100.0 | 46.0 | 53.0 | 1.0 | N/A | 1.0 |
| | Grade 4 | 128 | 100.0 | 52.8 | 37.0 | 4.6 | 5.6 | 10.2 |
| | Grade 5 | 144 | 100.0 | 61.9 | 33.9 | 3.4 | 0.8 | 4.2 |
| | Grade 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |

SCHOOL PROFILE

| | Our School | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|--|------------|-----------------------|--|--------------------------|
| Students (n= 720) | | | | |
| First graders who attended full-day kindergarten | N/A | N/A | N/A | N/A |
| Retention rate | 2.1% | Up from 1.3% | 3.6% | 2.4% |
| Attendance rate | 95.8% | Up from 95.4% | 95.4% | 95.9% |
| Meeting grade 1 and 2 readiness standards | N/A | N/A | N/A | N/A |
| Eligible for gifted and talented | 3.4% | Down from 3.5% | 6.3% | 13.2% |
| On academic plans | N/A | N/A | N/A | N/A |
| On academic probation | N/A | N/A | N/A | N/A |
| With disabilities other than speech | 7.8% | Down from 8.5% | 8.4% | 8.0% |
| Older than usual for grade | 1.7% | Up from 1.6% | 2.7% | 1.1% |
| Suspended or expelled | 0.4% | Down from 0.9% | 0.0% | 0.0% |

| | | | | |
|---------------------------------------|----------|---------------|-----------|-----------|
| Teachers (n= 57) | | | | |
| Teachers with advanced degrees | 26.3% | Up from 23.7% | 46.7% | 50.0% |
| Continuing contract teachers | 78.9% | Up from 66.1% | 81.4% | 85.3% |
| Highly qualified teachers | N/A | N/A | N/A | N/A |
| Teachers returning from previous year | 83.1% | Up from 76.8% | 82.6% | 86.2% |
| Teacher attendance rate | 98.2% | Up from 97.6% | 94.3% | 95.3% |
| Average teacher salary | \$34,636 | Up 2.4% | \$39,111 | \$39,909 |
| Prof. development days/teacher | N/R | N/R | 13.4 days | 11.4 days |

| | | | | |
|------------------------------------|-----------|---------------------|-----------|-----------|
| School | | | | |
| Principal's years at school | 3.0 | Up from 2.0 | 3.0 | 4.0 |
| Student-teacher ratio | 14.9 to 1 | Down from 15.8 to 1 | 17.3 to 1 | 18.9 to 1 |
| Prime instructional time | 93.4% | Up from 91.9% | 87.9% | 89.7% |
| Dollars spent per pupil* | \$6,904 | Up 19.8% | \$6,175 | \$5,892 |
| Percent spent on teacher salaries* | 63.8% | Up from 62.2% | 66.0% | 66.6% |
| Opportunities in the arts | Good | No change | Good | Good |
| Parents attending conferences | 99.0% | No change | 99.0% | 99.0% |
| SACS accreditation | yes | N/A | yes | yes |

* Prior year audited financial data are reported.

| | Our District | State |
|---|--------------|-------|
| Highly qualified teachers in low poverty schools | N/A | N/A |
| Highly qualified teachers in high poverty schools | N/A | N/A |

| Abbreviations for Missing Data | | | | | | | |
|--------------------------------|----------------|------------|---------------|------------|--------------|------------|---------------------|
| N/A | Not Applicable | N/C | Not Collected | N/R | Not Reported | I/S | Insufficient Sample |

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Hollis Academy has established four significant goals that we feel are areas that need to be focused on in our effort to raise student achievement. These include:

- To improve student test scores (achievement)
- To improve school climate
- To continue positive partnerships between the school business communities; and
- To improve overall student attendance.

Hollis serves a student population of approximately 790 students consisting of various culturally diverse groups. We embrace our diversity in various ways described throughout this report and stress the importance of implementing techniques and support in an effort to raise student achievement. There are several programs that address overall student needs. We have incorporated monthly parent meetings to assist parents in ways to work with their children at home. Each grade level is responsible for hosting a parent meeting that focuses on ways parents can assist their children, as well as information that pertains to testing. Throughout the school year we conduct various school-wide activities, such as Reading Nights, Math, Science, and Technology Night, parent lunches, and many other activities to better communicate with parents our desire to have them involved in the school in any way.

Although some of our parents live below the poverty level and receive government assistance, we have found over the past seven to eight years an increase of parent involvement and support. Our most impoverished students live in single parent households or are being raised by extended family. This economic deficit has resulted in 90% + students participating in free or reduced breakfast and lunch programs. This entitles us to receive monies from the Federal government to better assist our students academically. The teaching staff and parent representatives, as well as PTA/SIC representatives developed this plan to address the areas that need to be enhanced. Another unique program is the year-round magnet school program, where we are able to provide transportation to students who live outside of the Hollis attendance area who are interested in attending a year-round school. If a student moves during the school year, transportation is not provided, however, the parent may transport the student to and from school. The goal of the year-round program is to stabilize and continue instruction for students through extended learning time. Another goal of the magnet year-round program is to increase the number of students attending the school. Over half of our students who move outside of the attendance area request "special permission" to stay at Hollis Academy. We want this number to continue to increase and for students who have opted to attend other schools to come back to their/our home-base school.

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.